

THE EVERGREEN STATE COLLEGE

	1996-99 Baseline <u>Performance</u>	2001-03 Plan <u>Target</u>	Projected Improvement from <u>Baseline</u>
COMMON MEASURES			
Graduation Efficiency Index			
Freshman	93.0%	94.0%	1.0
Transfers	90.0%+	90.0%+	0.0
Undergraduate retention			
Overall	76.0%	78.0%	2.0
Freshman	65.0%	75.0%	10.0
5-Year Graduation rate	45.0%	46.0%	1.0
<i>INSTITUTION-SPECIFIC MEASURES</i>			
Faculty productivity			
Life-long Learning Index, Undergrads	31.7	31.9	0.2
Freshman "Familiarity w/ Computers"	2.28	2.48	.20
Freshman "Quantitative Thinking"	1.88	2.08	.20
Other measures: diversity			
Retention of students of color, Olympia campus	77.0%	80.0%	3.0
Student diversity learning	3.18	3.49	.31

+Meets long-term performance goal set by the Legislature.

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DESCRIPTION OF COMMON MEASURES

Graduation Efficiency Index: A measure of how efficiently undergraduate students complete their degrees, by taking into consideration the total number of credits earned, dropped, repeated and transferred, compared with the number required for graduation.

Undergraduate Retention: The proportion of undergraduate students who continue to be enrolled from one year to the next.

Five-year Graduation Rate: The percentage of students who begin as freshmen and graduate within five years.

DESCRIPTION OF INSTITUTION-SPECIFIC MEASURES

Life-Long Learning Index: TESC has used the “Life-long Learning Index” from the College Student Experience Questionnaire (CSEQ) as its faculty productivity measure. This index is a composite measure of students’ estimated gains in learning in following 11 areas: specialization for further education, broad general education, writing, familiarity with computers, understanding/getting along with different kinds of people, working as a team member, understanding developments in science/technology, analytical/logical thinking, quantitative thinking, synthesizing ideas, and learning on your own. For the current biennium, Evergreen is focusing on two specific items within this index, specifically improvement reported by **freshmen** students. The items are learning gains in “**familiarity with the use of computers**” and “**quantitative thinking**.” This focus is consistent with institutional initiatives related to General Education at Evergreen.

Retention: While reporting overall fall-to-fall retention, Evergreen continues to focus on retention of freshmen students in the current biennium. Again, this is consistent with an internal focus on improvement. Evergreen also selected retention of students of color on the Olympia campus as one of its two institution-specific diversity measures.

Student Diversity Learning: Students’ reported gains at Evergreen in “understanding other people and the ability to get along with different kinds of people” (from the Life-long Learning Index/CSEQ).